2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

13 - Dade
Mr. Alberto M Carvalho, Superintendent
Gayle Sitter, Region 5 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

To be the preeminent provider of the highest quality education that empowers all students to be productive lifelong learners and responsible global citizens.

District Vision Statement

We provide a world class education for every student.

Supports for School Improvement

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Education Transformation Office (ETO) has led the school transformation efforts in M-DCPS for five years. ETO provides direct, ongoing support to all Focus and Priority schools. An Assistant Superintendent with an extensive background in improving schools leads the office and reports directly to the Chief Academic Officer The Administrative Team of ETO is comprised of three directors who oversee curriculum and instruction.

The work through ETO has resulted in substantial performance gains in the District's most fragile schools. The improvement effort has been based on transformational strategies focusing on four pillars: developing instructional leadership, improving teacher quality, increasing parental involvement, and providing wrap-around services to students. ETO works collaboratively with departments and services throughout the District and with outside organizations to provide the support necessary to address the needs of schools in each of the four pillars. This structure and system of work has proven to be a methodical, consistent and strategic process that is effective and sustainable. The ETO will align Title I and Title II funds to provide additional instructional coaches to support teacher development and increase teacher allocations to reduce class size and extend the learning time.

The District's Parent Academy courses will also provide assistance to parents to build their capacity, assist their children, and to connect them to community resources that will benefit them and their child's education. Title I and Title II funds will also be used to provide opportunities for service organizations to provide wrap-around services to students within and beyond the school day. Organizations such as City Year and Big Brothers and Big Sisters partner with ETO to deliver individualized attention to students in need. These partnerships have been a staple in the transformation effort and will continue within select ETO schools.

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports

A District Support Formula (DSF) will be used to determine the level of support needed for each school within the district as well as student enrollment, student performance and geographic location. The formula is the sum of all FCAT components used to determine school grade and doubling the reading proficiency score. The District Support Formula will be applied to all school levels

(Elementary/K-8, Middle Schools and High Schools). Schools will be ranked based on their DSF score from lowest to highest. The Education Transformation Office (ETO) will tier the lowest 25% of schools to provide appropriate levels of support within each grade configuration. The remaining schools will be supported by the various region and district offices. ETO reviews and analyzes both current year and longitudinal student achievement data when selecting intervention models. This includes Florida Standards Assessment (FSA), Annual Measureable Objectives (AMO), and interim assessment data. Other factors that are considered include recent principal changes, the extent of faculty changes, attendance and school climate data, and the schools' current and prior Differentiated Accountability (DA) status. The Superintendent, Assistant Superintendent of ETO, Cabinet, Regional Superintendents, Principals, Florida Department of Education (FDOE), and stakeholders analyze the criteria for each intervention model and select the model that can be appropriately leveraged to ensure the school's improvement. Specific decision points for each school in regard to the intervention model include but are not limited to: the percentage of students that made learning gains by teacher and student performance over a three-year period in reading, mathematics, science, and writing.

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up

The District has been a national leader in school reform for many years, continually implementing innovative approaches to turning around its lowest-performing schools. Therefore, policies and practices are already in place to support full and effective implementation of systems that support school based leadership teams. The district has also exhibited its strong commitment to implementation through the creation of the Education Transformation Office. The School Board, through its approval of the staff hired for this initiative, have also shown their commitment to supporting, accelerating, and sustaining school reform. In addition, M-DCPS has reviewed student learning gain data and transferred teachers that did not meet the minimum requirements set forth by the Department for the retention of such teachers, as evidenced by the involuntary transfer of teachers from these schools.

Dr. David K. Moore Assistant Superintendent, Division of Academic Support, Miami-Dade County Public Schools, is the person responsible for implementation and follow-up.

Provide the district's definition of "operational flexibility" provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting

The school will be provided with sufficient operational flexibility (such as staffing, scheduling, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. Principals will have flexibility to hire a community involvement specialist, a positive behavior coach, instructional coaches (reading, math, and/or science), as well as interventionists/hourly teachers of their choice with recommendations from the ETO. Principals will also have flexibility as it applies to school site budget to purchase additional programs, materials, partner with specific organizations, and/or hire interventionists/hourly staff for enrichment, as well as, provide Saturday School and/or Spring Break Academy. With regards to scheduling, principals will have autonomy to schedule the school day in order to best meet the needs of students. This includes scheduling of common planning, lesson study, job-embedded professional development, and increased learning time added to school day through adjustments to the master schedule which provide students additional courses in lieu of non-academic electives. Additionally, principals will ensure that the school receives ongoing, intensive technical assistance/professional development and related support from the ETO, District, and/or Florida Department of Education.

Sustainability of Improvement

> **Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements**

In addition to providing direct support to the lowest-performing schools and ensuring effective implementation of lesson study and job-embedded professional development, ETO will "build the bench" of the next generation of administrators, instructional coaches, and lead teachers to sustain and accelerate student achievement after Differentiated Accountability designation of Focus or Priority is removed. This will be accomplished through the creation of Academies to train and develop future administrators and instructional coaches to work in traditionally struggling schools. In addition, the successful school support strategies implemented by ETO will be expanded district-wide in order to institutionalize reform; such as the use of highly effective coaches and teachers to facilitate professional learning communities, lesson study, and to model the coaching continuum for school-level coaches. Finally, the District is further strengthening its partnership with the Union to ensure that the necessary staff transfers, extended day, and performance pay systems are in place to support the fragile schools, which will lead to sustained reform.
M-DCPS is also committed to ensuring alignment of Title I and other federal resources to ensure that initiatives that have been proven to be effective are sustained.

Stakeholder Involvement

PIP Link
https://www.floridacims.org/documents/275343

Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts

The Miami-Dade County Public Schools (M-DCPS) provides training to all schools in the Title I Program on ways to include parents in the development of the M-DCPS Parental involvement Plan (PIP), the school's PIP, the school improvement process, and the overall life of the school. The Title I District Advisory Council (DAC) and Title I Parent Advisory Councils (PAC) have elected parent members from Title I schools that demonstrate the involvement of parents. The scope and sequence of the requirements for involving the parents of Title I students are also included on the DAC meeting agendas. These subjects may include: involving parents in the planning and implementation of the Title I program at the school-site; utilizing a minimum of one percent of the school's participation in Title I allocation to support the parental requirements of Section 1118; conducting the Title I Annual meeting at the beginning of the school year to inform parents of the school's participation in Title I; providing the M-DCPS Consultation and Complaint Procedures directions; developing, distributing and reviewing the District and school's PIP; distributing the Title I program Notification Letter in English, Spanish, and Hatian Creole, Highly Qualified Notice, Common Core State Standards, School Grades and Annual Measurable Objectives (AMO) Report, Ways to be Involved at School; and developing, distributing, and reviewing the School-Parent Compacts. The Title I PACs (one per Region in the District) meet twice during the school year, by region, to get input from parents in their schools to support the development of required District plans including the LEA PIP and the District Improvement.

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions

The District through the ETO has established a coordination and consultation process with school leadership teams in order to develop a cohesive and educationally sound turnaround plan which will

ensure effective implementation. Meetings are conducted and will continue throughout the school year in order to develop, support, facilitate and/or modify the implementation of policies and procedures that guide the implementation of the intervention models, and to provide direct support to each school principal in planning for interventions.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address
Moore, David, dmoore@dadeschools.net

Employee's Title
Assistant Superintendent

Employee's Phone Number
(305) 995-1405

Employee's Phone Extension
1405

Supervisor's Name
Marie Izquierdo

Supervisor's Title
Other

Employee's Role and Responsibilities

Two curriculum and instruction Administrative Directors along with the Director, Instructional Supervisors (IS) and Curriculum Support Specialists (CSS) provide daily onsite support and job-embedded professional development to the schools in the areas of reading, mathematics, science, English Language Learners (ELL), Special Education (SPED), and writing. Additionally, assisting leadership development to recruit and train the next generation of school leaders from a dedicated and successful pool of Assistant Principals and Instructional Coaches in an effort to ensure sustainable school reform while building instructional capacity.

ETO provides ongoing technical and clinical support to schools in an effort to improve student achievement. Both current year and longitudinal student achievement data are reviewed when selecting intervention models that are designed to meet the individual needs of students. This includes Annual Measurable Objectives (AMO), and interim assessment data. Other factors that are considered include recent principal changes, the extent of faculty changes, attendance and school climate data, and the schools current and prior Differentiated Accountability (DA) status. Furthermore, ETO analyzes the percentage of students that made learning gains by teacher, student performance over a three-year period in reading, mathematics, science, and writing are reviewed to select the appropriate intervention model. The Superintendent, Assistant Superintendent of ETO, Cabinet, Regional Superintendents, Principals, Florida Department of Education (FDOE), and stakeholders analyze the criteria for each model and select the intervention that can be appropriately leveraged to ensure the school's improvement.

The ETO team conducts three initial Instructional Reviews (IR) of each school to identify areas of need and to create an action plan with strategies to address those needs. Instructional Supervisors pair up with state representatives from the FDOE, as well as, school site representatives to create subject area teams for the review. Each school will receive a full day visit with the content area team that will support that school. Upon arrival, an initial meeting will take place in which the principal will provide an overview of the data for the visiting team and connect the School Improvement Plan to the

work, strategies, and support systems at the school. Then the principal, assistant principal and content area coach walk with the IS, FDOE representative, and CSS to observe the overall implementation of the instructional practices within the content area using the state-created Differentiated Accountability Instructional Review Elements and Indicators document as a guide. Team members look for evidence of the ten elements during their walkthroughs: Positive Classroom Culture and Environment, Use of Instructional Tools and Materials, Effective Lesson Planning and Delivery, Higher Order Questioning and Discourse, Student Engagement, Use of Rigorous Tasks and Assessments, Differentiated Instruction, Cross Content Reading and Writing Instruction, Implementation of Florida's Continuous Improvement Model, and Evidence of School and District Leadership. This walkthrough process takes approximately 2 hours.

Each team conducts classroom walkthroughs of all teachers in their designated subject area. A one hour debrief is conducted by all parties led by the IS to review findings (commendations and concerns) based on the walkthrough, as well as, discuss the strategies and recommended changes to the SIP. Additionally, the team will discuss recommendations and suggestions with the school site team to begin the process of collaboratively completing the Strategic Implementation Plan. Following the debrief session the CSS remains at the school site to support the assistant principal and instructional coaches with changes to the SIP and the development of the Strategic Implementation Plan. Each identified strategy is broken down into smaller, easy-to-implement steps for teachers, instructional coaches, administrators and ETO members to follow with a timeline to meet the goal. This process is inclusive of all stakeholders in the creation of the plan. These Strategic Implementation Plans will be presented and approved during the identified Strategic Planning Meetings.

Interventions recommended by ETO are designed around the areas of data analysis, student-specific academic and social-emotional supports, family and community engagement, and instructional leadership/effective monitoring of instruction. Interventions are consistent with the DA structure for school improvement and the requirements of the School Improvement Grant, which are based on the four pillars of reform: Lesson Study, Response to Intervention (RtI), Deep Teaching and Training of the standards, and use of the Continuous Improvement Model to reform and improve instruction. In addition, a special emphasis is placed on building the capacity of current and future administrators and instructional coaches to ensure sustainable implementation of reforms after support is modified. ETO staff and school leadership teams work to identify the instructional strengths and weaknesses of each school, design intervention and enrichment programs that support the individual learner, determine any necessary adjustments to interventions, and monitor the implementation of the action plan strategies. Instructional Supervisors and Curriculum Support Specialists provide sustained and extensive training, as well as, support to schools by providing daily on-site coaching, assistance in lesson planning, and modeling in the classroom. At ETO supported schools, extended learning opportunities are offered to all students' before-school, after-school, and during Saturday school sessions that are designed to focus on the instruction of specific benchmarks in each subject area to pinpoint the needs of identified students based on performance data. Additionally, extended learning opportunities include increased learning time incorporated into student schedules via additional courses and increased instructional time. In middle schools, schedules were shifted to reflect an eight period bell schedule thus increasing course offerings. In lieu of a non-academic elective, students in sixth grade may take a sixth grade foundations course which incorporates literacy, study skills, and test taking skills. This extended learning time affords students in grade 7 the opportunity to take an algebra readiness course or intensive math, in addition to their math course, to prepare them for algebra in eighth grade. Similarly, students in eighth grade can register for a creative writing course that will provide additional opportunities to prepare students for the new writing assessment based on Florida Standards. The extended learning opportunities mentioned above are provided to students in addition to before and after school tutoring and Saturday school.

Mid-Year instructional reviews are conducted to ensure the Implementation Plan strategies are being implemented with fidelity and an End-of-Year Review is conducted to evaluate the overall effectiveness of the plan and begin the development of the School Improvement Plan for the following school year. Throughout the course of the year, the Assistant Superintendent and Administrative

Directors of ETO monitor schools through regular reviews and unannounced visits in addition to the daily visits conducted by ETO Instructional Supervisors and Curriculum Support Specialists. Monthly and interim assessment data is monitored, discussed, and reviewed to make revisions to the instructional program. School improvement interventions are adjusted if the data indicates a need for more intensive or additional approaches to improving student achievement.

Data Assessment and Technical Assistance Coordination of Management (DATA/COM) is a statistics-based management process used by the Superintendent and his staff to monitor schools' immediate instructional and operational needs in order to deploy resources to deal with critical issues in a timely manner. Areas of concern are flagged and interventions are designed and implemented based on the data presented. Specific emphasis is placed on the Benchmark Monthly and Interim Assessment results. Data from these assessments are used to identify areas that need improvement and design interventions for the core content areas (reading, mathematics, science, and writing). Progress updates are provided at subsequent DATA/COM meetings and the effectiveness of interventions is reviewed. The implementation of the interventions and alignment with the goals are closely monitored on a monthly basis by ETO and adjustments are made when necessary to ensure student achievement. Data from interim assessments drive the data chat process between the Superintendent and Assistant Superintendent; the Assistant Superintendent and ETO Supervisors and Principals; Principals and Instructional Coaches and teachers; and finally between teachers and students. ETO works closely with the Office of Research, Evaluation, and Planning to conduct evaluations of the implementation and impact of the chosen interventions and to report such information to schools, parents, and the community.

Additionally, ETO Instructional Supervisors and Curriculum Support Specialists lead The Instructional Coaches Academy (ICAD). All coaches and assistant principals are required to participate in their content specific ICAD. Through ICADs, ETO provides job embedded professional development that builds the instructional capacity of coaches and assistant principals. The sessions are developed to enhance the instructional skills of these individuals by modeling instructional best practices, conducting live coaching scenarios, participating in classroom walkthroughs and roundtable research based discussions. These academies assist educators to drive the work at the school that supports teachers in improving the instructional quality in the classroom to ultimately increase student achievement across the curriculum. The creation of a quality instructional coaching professional development program with the ultimate goal of improving student achievement requires leadership that is focused on meeting the needs of both the individual schools and teachers. One day a month, instructional coaches receive professional development through the Coaching Academy in addition to the ICADs. Sessions are designed, planned, and delivered by teams of MDCPS district coaches. These interactive sessions include but are not limited to: content, pedagogy, case studies, processing, assessments, application and documentation, and resources. These sessions are anchored on the principles of Cognitive Coaching and Norms of Collaboration. An evaluation of each session is tabulated, debriefed and used for planning subsequent monthly sessions.

MDCPS has a long standing commitment to providing schools with instructional coaching support, both in the schools and on the district level. The purpose of the Coaching Academy is to learn collegially, implement inquiry based learning, engage in dialogue based on student work, model, observe, and provide feedback around educational best practices, and receive professional development support and follow through. Participants of the Coaching Academy for District Coaches/ Trainers will explore Adult Learning Theory (andragogy) and how to utilize this knowledge for effective teaching and learning, model professional learning communities through protocols, update technology skills to integrate technology into classroom learning as a tool and resource, and learn cognitive coaching skills to use while coaching school instructional coaches. The goal of the Coaching Academy is to help trainers understand adult learning theory. The utilization of this knowledge assists trainers with enhancing their presentation skills and integrating technology into their training. Clarify and support roles and responsibilities of school coaches, adopt a theory of action in support of the coaching process, receive information and skills necessary to perform coaching duties, and facilitate the coaching process so coaches can effectively assist teachers to utilize best practices to increase student achievement.

District Leadership Team:

Moore, David, dmoore@dadeschools.net

Title	Assistant Superintendent
Phone	(305) 995-1405
Supervisor's Name	Maie Izquierdo
Supervisor's Title	Other
Role and Responsibilities	Dr. David K. Moore is responsible for all curriculum and instruction needs of elementary, middle, K-8 and high schools.

Fernandez, Yaset, mrfernandez22@dadeschools.net

Title	Director
Phone	(305) 573-7229
Supervisor's Name	Dr. David K. Moore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Mr. Yaset Fernandez is responsible for curriculum and instruction of middle and high schools.

Pace, John, jdpace@dadeschools.net

Title	Director
Phone	(305) 573-7229
Supervisor's Name	Dr. David K. Moore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Mr. John Pace is responsible for all curriculum and instructional needs of Elementary and K-8 schools.

Chatel, Sarah, sarahchatel@dadeschools.net

Title	Other
Phone	(305) 573-7229
Supervisor's Name	John Pace
Supervisor's Title	Director
Role and Responsibilities	Conduct instructional reviews, communicate with regional directors about schools' progress and provide daily onsite support and job-embedded professional development to K-8 centers in the area of reading and mathematics. Provide principal and assistant principals with monthly professional development.

Moore, Kernique, kerniquemoore@dadeschools.net

Title	Other
Phone	
Supervisor's Name	Yaset Fernandez
Supervisor's Title	Director
Role and Responsibilities	Conduct instructional reviews, communicate with regional directors about schools' progress and provide daily onsite support and job-embedded professional development to middle schools in the area of reading and mathematics. Provide principal and assistant principals with monthly professional development.

Chase, Marion, 1776rocks@dadeschools.net

Title	Other
Phone	(305) 573-7229
Supervisor's Name	Yaset Fernandez
Supervisor's Title	Director
Role and Responsibilities	Conduct instructional reviews, communicate with regional directors about schools' progress and provide daily onsite support and job-embedded professional development to middle and high schools schools in the area of social science. Provide principal and assistant principals with monthly professional development.

Fajet, Walter, wfajet@dadeschools.net

Title	Other
Phone	(305) 573-7229
Supervisor's Name	Yaset Fernandez
Supervisor's Title	Director
Role and Responsibilities	Conduct instructional reviews, communicate with regional directors about schools' progress and provide daily onsite support and job-embedded professional development to secondary schools. Provide principal and assistant principals with monthly professional development.

Barrio , Gladys, gbarrio@dadeschools.net

Title	Other
Phone	(305) 573-7229
Supervisor's Name	Yeset Fernandez
Supervisor's Title	Director
Role and Responsibilities	Conduct instructional reviews, communicate with regional directors about schools' progress and provide daily onsite support and job-embedded professional development to middle and high schools in the area of science. Provide principal and assistant principals with monthly professional development.

Lopez, Gloria, glopez4@dadeschools.net

Title	Other
Phone	(305) 573-7229
Supervisor's Name	John Pace
Supervisor's Title	Director
Role and Responsibilities	Conduct instructional reviews, communicate with regional directors and provide daily onsite support and job-embedded professional development to K-8 centers in the area of reading and mathematics. Provide principal and assistant principals with monthly professional development.

Sosa, Patricia, pvsosa@dadeschools.net

Title	Other
Phone	(305) 573-7229
Supervisor's Name	John Pace
Supervisor's Title	Director
Role and Responsibilities	Conduct instructional reviews, communicate with regional directors about school's progressand provide daily onsite support and job-embedded professional development to K-8 centers in the area of reading and mathematics. Provide principal and assistant principals with monthly professional development.

Gil, Candida, mscgil@dadeschools.net

Title	Other
Phone	(305) 573-7229
Supervisor's Name	John Pace
Supervisor's Title	Director
Role and Responsibilities	Conduct instructional reviews, communicate with regional directors about schools' progress and provide daily onsite support and job-embedded professional development to K-8 centers in the area of reading and mathematics. Provide principal and assistant principals with monthly professional development.

Sosa, Ileana, sosa720@dadeschools.net

Title	Other
Phone	(305) 573-7229
Supervisor's Name	John Pace
Supervisor's Title	Director
Role and Responsibilities	Conduct instructional reviews, communicate with regional directors about schools' progress and provide daily onsite support and job-embedded professional development to K-8 centers in the area of rscience. Provide principal and assistant principals with monthly professional development.

Thomas, Chava, c_thomas@dadeschools.net

Title	Other
Phone	(305) 573-7229
Supervisor's Name	
Supervisor's Title	Director
Role and Responsibilities	Conduct instructional reviews, communicate with regional directors about schools' progress and provide daily onsite support and job-embedded professional development to Tier 2 K-12 schools. Provide principal and assistant principals with monthly professional development.

Madison, Chanell, madisonc@dadeschools.net	
Title	Other
Phone	(305) 573-7229
Supervisor's Name	
Supervisor's Title	Director
Role and Responsibilities	Conduct instructional reviews, communicate with regional directors about schools' progress and provide daily onsite support and job-embedded professional development to Tier 2 K-12 schools. Provide principal and assistant principals with monthly professional development.

Martinez, Melissa, melissa_martinez@dadeschools.net	
Title	Other
Phone	(305) 573-7229
Supervisor's Name	Yaset Fernandez
Supervisor's Title	Director
Role and Responsibilities	Conduct instructional reviews, communicate with regional directors about schools' progress and provide daily onsite support and job-embedded professional development to middle schools. Provide principal and assistant principals with monthly professional development.

Crary, John, johnbcrary@dadeschools.net	
Title	Other
Phone	(305) 573-7229
Supervisor's Name	Yaset Fernandez
Supervisor's Title	Director
Role and Responsibilities	Conduct instructional reviews, communicate with regional directors about schools' progress and provide daily onsite support and job-embedded professional development to secondary schools. Provide principal and assistant principals with monthly professional development.

Magrath, Cecelia, cmagrath@dadeschools.net	
Title	Director
Phone	305-573-7229
Supervisor's Name	Dr. David K. Moore
Supervisor's Title	Assistant Superintendent
Role and Responsibilities	Ms. Cecelia Magrath is responsible for all curriculum and instructional needs of Tier 2 Elementary, K-8, Middle and High Schools.

Educator Quality

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team

The district closely monitors schools performance data to ensure each Focus and Priority school has a leadership team of high quality that have a record of increasing student achievement. The following guidelines are used to determine if principals and/or leadership teams need to be replaced at each school:
• The principal and/or leadership team should be replaced if the school grade declines or if there is consistent failure (D or F) under the same leadership for 2 years.
• The principal and/or school leadership team should be replaced if the school grade and the overall achievement gap performance indicators decline under the same leadership for 1 year.
• The principal and/or leadership team should be replaced if the school grade and the learning gains in reading and mathematics decline under the same leadership for 1 year.
• The principal and/or leadership team has an additional year to show growth if the school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase.
• The principal and/or leadership team has an additional year to show growth if the school grade declines under the same leadership for 1 year and the overall achievement gap performance indicators increase.

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes

Recent student achievement data will be reviewed to determine teacher changes in the core areas. In addition, data will be used to determine which coaches will be removed and new instructional coaches will be placed at the school. ETO has created a pool of coaches that have been trained on Lesson Study, Common Core, the Coaching Cycle, bell-to-bell instruction, and other areas in the Coaching Academy. The district has partnered with Teach for America and will be placing highly-qualified TFA teachers at ETO schools. ETO Instructional Supervisors and Curriculum Support Specialists will be providing direct instructional support and job-embedded professional development to teachers and coaches throughout the school year.

Public and Collaborative Teaching

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C

The ETO will align Title I and Title II funds to increase teacher allocations to provide common planning. Common planning will be embedded within the master schedule to provide additional time for teachers to collaborate, plan, and engage in professional development with and across grades and subjects. Common planning allows schools time for lesson study implementation and afford teachers an opportunity to share best practices as well as provide job embedded professional development.

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction

Through the use of the District, State, and Federal Funds, the ETO will provide principals with flexibility to hire instructional coaches (reading, math, and/or science). Two four-day Differentiated Accountability teacher and administrator academies will focus on foundational blocks, effective leadership, supportive environments, and ambitious and collaborative teaching for student learning. The academy will also provide core professional learning in the areas of: data analysis, pacing guides, instructional focus calendars, and implementation of effective instructional practices (differentiated instruction, gradual release, bell to bell instruction, rigor, higher order questioning and student engagement.) The participating school teams will be provided time for planning and developing focus calendars. Follow-up support of the summer academy will be ongoing throughout the year through established professional learning communities/common planning and school-site based support provided by instructional coaches.

The Florida's Continuous Improvement Model (FCIM) is a quality-based approach that tracks student performances, helps close the achievement gap between all racial and socioeconomic sub-groups, and is data-driven. Implemented at all levels, the Florida Continuous Improvement Model treat students individually by assessing how much they are learning at regular intervals. Based on these assessments, an Administrator, Professional Development Liaison (PDL) and Instructional Coaches have been trained in the Lesson Study process in full support of our schools' comprehensive instructional program. These coaches will provide on-site professional development to staff in the four step Lesson Study process: 1) Scheduling and Planning, 2) Teaching and Observing, 3) Debriefing, and 4) Re-teaching and Reflecting. This job-embedded activity is teacher-directed and student-centered and ensures that staff is equipped to facilitate effective teaching and learning. Lesson Study will be implemented at all grade levels and in all disciplines within the school. Lesson Study supports strategies currently included in initiatives such as the Florida's Continuous Improvement Model (FCIM), Professional Learning Communities (PLC), Problem-Solving/Response to Intervention (PS/RtI) and Data-Driven Instruction. Implementation of the Lesson Study is an additional benefit to the school's Instructional Review Process by enabling teachers to take a deeper look into effective instructional practice. As data are collected, Lesson Study teams will modify instructional lessons addressing current needs. Monthly and interim assessment data is monitored, discussed, and reviewed to make revisions to the instructional program. School improvement interventions are adjusted if the data indicates a need for more intensive or additional approaches to improving student achievement. In elementary schools, students are identified for reading intervention based on the FAIR-FS and a Phonics Inventory. FSA levels and interim benchmark results are also considered. Then students are placed in intervention groups based on their needs.

In mathematics the students are targeted based on current interim data and are grouped weekly based on how the students performed on the current benchmark being remediated. Math Intervention takes place daily for 30 minutes during the 90 minute instructional block.

In science, students with proficient reading abilities and bubble students are identified for additional instruction. Students are pulled based on the previous FSA Reading data and current Interim data. Those target students participate in a pull-out session, after school tutorials and/or science club programs. Students are monitored for regrouping and /re-teach when necessary.

The district uses data from ongoing assessments to meet the individual needs of students. This data is used to make instructional decisions and to identify students in need of intervention or differentiated instruction.

The ETO, teachers, and administrators examine student progress and modify interventions for groups not meeting expected progress.

Interventions are designed to support and target the areas identified through data analysis. Additionally, ETO staff and the school leadership team work together to design these interventions to support the individual learner, adjust interventions as needed, and monitor the implementation of support.

The district through the ETO office will conduct three comprehensive instructional reviews during the course of the school year. The purpose of these reviews will be to coordinate services and ensure implementation of policies and procedures, as well as, develop school site implementation plans based on school needs.

Ambitious Instruction and Learning

Instructional Programs

Reading

Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan
Yes

Writing

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

McGraw Hill Wonders	
Program Type	Core, Supplemental
School Type	Elementary School
Description	McGraw Hill Wonders provides comprehensive writing instruction for students in grades first through fifth. It assists teachers in helping students meet the Language Arts Florida Standards for Writing by developing students' abilities to write analytically as well as help build their skills in genre writing in response to reading. McGraw Hill Wonders provides students multiple opportunities to demonstrate their understanding of readings through students completing performance tasks by writing in response to what they read. In addition to the response to reading, students are able to master the three modes of genre writing (opinion/argument, explanatory/ informative, and narrative) through the writing lessons infused in McGraw Hill that also encompasses the six traits of writing. As a supplemental resource, teachers also have the opportunity to utilize mentor texts in order for students to read, analyze, and emulate opinion/argumentative writing, interesting explanatory pieces, and captivating narratives. Mentor texts are used as examples of good writing for students. Students use the writings in mentor texts to improve their own writing.

Mathematics

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Go Math! Florida Series from Houghton Mifflin Harcourt

Program Type	Core
School Type	Elementary School
Description	In the K-5th Grade, the Core Curriculum utilized is the Go Math! Florida Series from Houghton Mifflin Harcourt. This series is currently aligned to the Common Core Standards and additional lessons have been created to supplement for the New Florida Standards. The Go Math provides students with the opportunity to write and explain their answers for the math concepts learned. The assessments include performance tasks that allow for building student's critical thinking skills. The materials used for Math Interventions include the Florida Ready from Curriculum and Associates as well as the iReady Online Intervention program. The Florida Ready books scaffold the instruction at a lower level and infuse the concrete and representational portion of the lesson before guiding them to the abstract concept. To remediate the fundamental fluencies the Reflex Math Online program is also utilized.

Mc-Graw Hill / Glencoe

Program Type   Core, Supplemental

School Type   Middle School

Description   Mc-Graw Hill / Glencoe: (Middle & High Schools)
This core mathematics program offers students math in context making math real for students. It contains thousands of digital planning tools and interactive resources available an online, easy-to-use portal, ConnectED. The program has rigor built-in and supported throughout. The three components of rigor: conceptual understanding, application, and procedural skill and fluency—are embedded in resources, lessons, and even assessments.
Carnegie – Mathia (Core):
Level: Middle School – iPREP ONLY
The web-based software curriculum, for students in grades 6-8, builds on personalized learning tasks with unique tools that differentiate instruction for each student.
Through innovative application of technology, artificial intelligence, and cognitive science that identifies strengths and weaknesses in individual student's mastery of mathematical concepts is identified in order to personalize learning for each student. The program is data-rich and allows the teacher to monitor students' understanding of concepts.
Supplemental:
i-Ready: (Middle Schools)
Built for the Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction in a single online product that saves teachers time, allows for differentiated instruction and predicts individual proficiencies for each student.
Explore Learning Reflex: (Middle Schools)
Reflex is one of the most powerful solutions available for math fact fluency. Adaptive and individualized, Reflex continuously monitors each student's performance to create the optimal experience for every child. Easy to use for teachers, Reflex includes intuitive and powerful reporting. Educators have everything they need to easily monitor and support student progress. Reflex is game-based to keep students coming back for more fun.
Carnegie Cognitive Tutor: (High Schools)
Cognitive Tutor is a particular kind of intelligent tutoring system that utilizes a cognitive model to provide feedback to students as they are working through problems. This feedback will immediately inform students of the correctness, or incorrectness, of their actions in the tutor interface; however, cognitive tutors also have the ability to provide context-sensitive hints and instruction to guide students towards reasonable next steps.

Curriculum Associates iPrep

Program Type

Supplemental

School Type

Elementary School, Middle School

Description

This resource provided on-line reading and mathematics intervention. A K–12 adaptive Diagnostic for reading that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

Provides rigorous, on-grade-level instruction and practice with Ready® and additional downloadable lessons to help meet individual student or small group needs. Provides reporting and ongoing progress monitoring.

Science

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

Science Scott Foresman, J&J Educational Bootcamp Speedbag booklet, AIMS Science book , ExploreLearning Gizmo, PBS Learning Media, NBC Learn, and the use of hand-held technology such as Pasco, Texas Instruments, and Vernier.

Program Type

Core

School Type

Elementary School

Description

The Science Curriculum addresses the four Bodies of Knowledge (BOK) in science: the Nature of Science, Earth and Space Science, Life Science, and Physical Science. Each BOK meets the specified grade level and annually assessed benchmark found as delineated in the Florida Next Generation Sunshine State Standards (NGSSS). The benchmarks have been grouped in nine-week clusters so that teachers may plan science instruction that meets the standards. Teachers use a variety of instructional tools, materials, strategies, web sites, and technology to supplement the core program.

To address the core curriculum, teachers use the district adopted Science Scott Foresman textbook. In order to increase the use of focused informational text and scaffold content knowledge Tier III schools are also utilizing the J&J Educational Bootcamp Speedbag booklet. The AIMS Science book is also utilized as a resource to promote hands-on, inquiry-based activities. Each module integrates science process skills throughout the content. The district pacing guide highlights the alignment of the textbook and AIMS books with the NGSSS.

In addition, teachers utilize a variety of technological tools that are aligned to the standards and cognitive complexity. Programs include Discovery Education, ExploreLearning Gizmo, PBS Learning Media, NBC Learn, and the use of hand-held technology such as Pasco, Texas Instruments, and Vernier.

Pearson Interactive Science Textbook	
Program Type	Core, Supplemental
School Type	Middle School, High School
Description	Pearson offers a next generation K-8 science program featuring an innovative write-in student edition that makes learning personal, relevant, and engaging. Interactive Science features a variety of hands-on and minds-on inquiry options to keep all your students engaged. From directed, to guided, to full inquiry, there are options for teachers to incorporate labs into their everyday instruction. Gizmos: (supplemental for middle & high schools) ExploreLearning.com offers the world's largest library of interactive online simulations for math and science education in grades 3-12. We call these simulations Gizmos. Gizmos are: fun, easy to use, and help students develop a deep understanding of challenging concepts through inquiry and exploration. Research-based, flexible tools used by teachers, Gizmos are ideal for small group work, individual exploration, and whole class instruction using an LCD projector or interactive whiteboard. Gizmos are correlated to state curriculum standards, the Common Core standards, and over 300 textbooks, making them easy to integrate into your instructional program. NBC Learn and Discovery Digital Content: (supplemental for middle & high schools) NBC Learn is the educational arm of NBC News dedicated to providing resources for students, teachers and lifelong learners. This online resource uses historic images, documents and stories from the NBC archives. Discovery Education brings relevant, standards-aligned resources from hundreds of educational content providers to classrooms throughout the world. Offering a breadth and depth of digital media content that is immersive and engaging, we give every student a chance to experience fascinating people, places, and events. Edgenuity: (supplemental for middle & high schools) Intervention courses are available for all Comprehensive Science and Biology classes to review and remediate standards.

Instructional Alignment and Pacing

> **Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals**

Data Assessment and Technical Assistance Coordination of Management (DATA/COM) is a statistics-based management process used by the Superintendent and his staff to monitor schools' immediate instructional and operational needs in order to deploy resources to deal with critical issues in a timely manner. Areas of concern are flagged and interventions are designed and implemented based on the data presented. Specific emphasis is placed on the Benchmark Monthly and Interim Assessment results. Data from these assessments are used to identify areas that need improvement and design interventions for the core content areas (reading, mathematics, science, and writing). Progress updates are provided at subsequent DATA/COM meetings and the effectiveness of interventions is reviewed.

The implementation of the interventions and alignment with the goals are closely monitored on a monthly basis by ETO and adjustments are made when necessary to ensure student achievement.

Data from interim assessments drive the data chat process between the Superintendent and Assistant Superintendent; the Assistant Superintendent and ETO Supervisors and Principals; Principals and Instructional Coaches and teachers; and finally between teachers and students. ETO works closely with the Office of Research, Evaluation, and Planning to conduct evaluations of the implementation and impact of the chosen interventions and to report such information to schools, parents, and the community. Also, the ETO team conducts three Instructional Reviews (IR) of each school to identify areas of need and to create an action plan with strategies to address those needs. Instructional Supervisors pair up with state support teams from the FDOE, as well as, school site representatives to create subject area teams for the review.

Each team conducts classroom walkthroughs of all teachers in their designated subject area. A one hour debrief is conducted by all parties led by the IS to review findings (commendations and concerns) based on the walkthrough, as well as, discuss the strategies and recommended changes to the SIP. Additionally, the team will discuss recommendations and suggestions with the school site team to begin the process of collaboratively completing the Strategic Implementation Plan. Following the debrief session the CSS will remain at the school site to support the assistant principal and instructional coaches with changes to the SIP and the development of the Strategic Implementation Plan. Each identified strategy is broken down into smaller, easy-to-implement steps for teachers, instructional coaches, administrators and ETO members to follow with a timeline to meet the goal. This process is unique in that it involves all stakeholders in the creation of the plan. These Strategic Implementation Plans will be presented and approved during the identified Strategic Planning Meetings.

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another

Will the district use its Student Progression Plan to satisfy this question?
Yes

Provide the hyperlink to the plan

http://oat.dadeschools.net/docs/SPP%202013-2014.pdf

Provide the page numbers of the plan that addresses this question

3-28

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science
Yes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolios are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in reading.

G2. To increase student achievement by improving core instruction in mathematics.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in reading. 1a

G048785

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	ELA/Reading Gains District Assessment	2015-16	
District-Wide	ELA/Reading Gains District Assessment	2015-16	
District-Wide	ELA Achievement District Assessment	2015-16	
District-Wide	ELA Achievement District Assessment	2015-16	
District-Wide	ELA Achievement District Assessment	2015-16	
District-Wide	ELA Achievement District Assessment	2015-16	
District-Wide	ELA Achievement District Assessment	2015-16	
District-Wide	ELA Achievement District Assessment	2015-16	
District-Wide	ELA/Reading Gains District Assessment	2015-16	

Resources Available to Support the Goal 2

- Elementary: Regular & Gifted: McGraw Hill Reading Wonders Grades K-5 Digital: • iReady (K-5) • McGraw Hill Reading Wonders Writer's Workspace (K-5) • My On Reader (K-8) • McGraw Hill Reading Wonders • Weekly Assessments • Unit Assessments • LAFS Item Specs • Waterford (K-2) ELL Students • Imagine Learning ELL Students less than 1 year • NBC Learn (K-8) K-8: Regular & Gifted: McGraw Hill Reading Wonders Grades K-5 Digital: • Waterford (K-2) ELL Students • NBC Learn (K-8) • My On Reader (K-8) Other Resources: • McGraw Hill Reading Wonders • Weekly Assessments • Unit Assessments Digital: Grades 6-12 Language Arts CPALMS Discovery Education NBC Learn i-Ready (Grades 6-8) My On Reader (6-8) Reading Plus Grades 6-8 Intensive Reading National Geographic Cengage's Inside Scholastic's System 44/Read 180 Level B Digital: Grades 6-8 Intensive Reading + scholastic.com (part of program) (Not to be used during these class periods) i-Ready (Grades 6-8); My On Reader (6-8); Reading Plus Digital: Grades 6-8 Intensive Reading myngconnect.com (part of program) (Not to be used during this class period) i-Ready (Grades 6-8); My On Reader (6-8); Reading Plus

- Grades 9-10 Intensive Reading National Geographic Cengage's Edge Digital: Grades 9-10 Intensive Reading myngconnect.com (Not to be used during this class period) Reading Plus Grades 9-10 Intensive Reading + Scholastic's System 44/Read 180 - Level C Digital: Grades 9-10 Intensive Reading + scholastic.com (part of program) (Not to be used during these class periods) Reading Plus

- Grades 11-12 Reading Retakers Sadlier Oxford's Vocabulary for Success and novel study units tied to themes being taught in this book Grades 11-12 Intensive Reading Retakers (Not to be used during this class period) Reading Plus

- ETO Supported Schools: Plugged Into Reading for IREN Rewards- Intervention Materials Reading Express- Intervention Materials Reading Horizons- Intervention Materials Accelerated Reader

- ETO Supported Schools: STAR Renaissance Learning Assessment Creative Writing Class - The Good Writer's Guide and Prentice Hall's "Writing Coach" text Writing Through Civics Class and Paging Guide (Citrus Grove has a Spanish version of the Civics Text)

- ETO Supported Schools: Pacing guides explicitly aligned to the standards that support the gradual release model and ETO Frameworks are specifically designed and aligned to the pacing guides

Targeted Barriers to Achieving the Goal 3

- The connectivity between teacher learning, instructional planning and effective classroom instruction using the Florida Standards is not always clear. • There is limited knowledge and understanding of effective instruction aligned to the Language Arts Florida Standards. • The level of follow-up for implementation of professional development provided to teachers, principals and assistant principals is inconsistent. • Principals need continuous support and development to function as effective instructional leaders.

Plan to Monitor Progress Toward G1. `8`

Data will be collected from the 2016 Florida Standards Assessment (FSA) and analyzed to determine if all students demonstrated increased proficiency in Reading.

Person Responsible
David Moore

Schedule
On 6/30/2016

Evidence of Completion
School data reports from Interim Assessments complied by the Division of Academic Support will be used to compare each school's results on the FSA in determining progress towards the target.

G2. To increase student achievement by improving core instruction in mathematics. `1a`

`G047783`

Targets Supported `1b`

Focus	Indicator	Year	Target
District-Wide	Math Gains District Assessment	2015-16	
District-Wide	Math Gains District Assessment	2015-16	
District-Wide	Math Gains District Assessment	2015-16	
District-Wide	Math Gains District Assessment	2015-16	
District-Wide	Math Gains District Assessment	2015-16	
District-Wide	Math Gains District Assessment	2015-16	

Resources Available to Support the Goal `2`

- • iReady (K-5) • Waterford (K-2) ELL Students • Discovery Education (K-5) • Gizmos (3-5) Other Resources: • Textbook Chapter Test Uploaded in ThinkGate found under District Assessments (K-5)

- K-8: • iReady (K-5) • Teach Town (PreK-2) • Waterford (K-2) ELL Students • NBC Learn (K-8) • Gizmos (3-8) Other Resources: • Textbook Chapter Test Uploaded in G2D found under District Assessments (K-5) • District developed Topic Assessment uploaded in G2D found under District Assessments (6-8)

- Grades 6-8: • Discovery Education (6-8) • Gizmos (6-8) • NBC Learn • i-Ready (Grades 6-8) • Khan Academy (6-8) Intensive Mathematics • Ready Florida MAFS Curriculum Associates

- Grades 9-12: • Discovery Education (9-12) • Gizmos (9-12) • NBC Learn • Algebra Nation (Algebra 1) Intensive Mathematics • Carnegie Cognitive Tutor • Edgenuity NGSSS & MAFS Digital Resources

Targeted Barriers to Achieving the Goal `3`

- The alignment between teacher learning, instructional planning and effective classroom instruction using the Florida Standards is not always clear. • There is limited knowledge and understanding regarding the process of data disaggregation and how it drives effective instruction aligned to the Florida Standards. • The level of follow-up for implementation of professional development provided to teachers, principals and assistant principals is inconsistent. • Principals need continuous support and development to function as effective instructional leaders.

Plan to Monitor Progress Toward G2. `8`

Data will be collected from the End of Course assessments and 2016 Florida Standards Assessment (FSA) and analyzed to determine if all students increased proficiency in Mathematics.

Person Responsible

Schedule
On 6/30/2016

Evidence of Completion
School data reports from Interim Assessments complied by the Office of School Improvement will be used to compare each school's results on the FSA and EOC assessment in determining progress towards the goal.

District Action Plan for Improvement

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in reading. [1]

🔑 G048785

G1.B1 The connectivity between teacher learning, instructional planning and effective classroom instruction using the Florida Standards is not always clear. • There is limited knowledge and understanding of effective instruction aligned to the Language Arts Florida Standards. • The level of follow-up for implementation of professional development provided to teachers, principals and assistant principals is inconsistent. • Principals need continuous support and development to function as effective instructional leaders. [2]

🔑 B121799

G1.B1.S1 The district will provide district-wide job-embedded professional development to enable teachers to effectively plan and implement instruction that addresses student needs and meets Florida Standards. [4]

🔑 S133756

Strategy Rationale

The provision of job-embedded professional development fosters professional growth and enables teachers to make explicit connections between data, instruction, and Florida Standards.

Action Step 1 [5]

All principals, assistant principals and selected teachers will participate in the summer professional development activities (Synergy) focused on the Florida standards and in the use of data-driven instructional strategies that address students' reading needs.

Person Responsible

David Moore

Schedule

On 7/31/2015

Evidence of Completion

Participation logs to document participation in professional development activities Action Plans & School Improvement Plans (SIPs) Implementation logs to document follow-up activities based on the knowledge gained in the professional development Lesson plans to document the integration of Florida Standards and flexible grouping of students based on data

Action Step 2 `5`

The District will provide support in the development of individual school Action Plans aimed at improving the efficacy of data driven instruction and the implementation of Florida Standards. Further support will be provided to instructional coaches through monthly ICADs.

Person Responsible

David Moore

Schedule

Quarterly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Completed Action Plans, Action plan development schedule and instructional review schedule as applicable

Action Step 3 `5`

Schools will be provided with continuous support to address individual school needs through ongoing instructional reviews and/or the provision of focused professional development to include: common planning; the use of Literacy best practices, grouping for instruction; PLCs, and monthly principals and assistant principal meetings.

Person Responsible

David Moore

Schedule

Monthly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Action plan, principal and assistant principal monthly meeting agendas, PD registration, PLC meeting minutes, student data reports

Action Step 4 `5`

Monitoring will be done through the following:
Action Plan presentation
District DATA/COM
Modification of action plan based on instructional review and or data as applicable

Person Responsible

David Moore

Schedule

Quarterly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Action Plan, interim data reports, Action Plan presentation and review schedule,

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

To monitor and support the fidelity of implementation, focus walk-throughs will be conducted to document and support the planning and implementation of reading instruction using the Florida Standards as a result of participation in the district-wide and job-embedded professional development.

Person Responsible

David Moore

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Evidence include: weekly lesson plans, meeting agendas, walk-through documentations and pacing guides

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

To monitor for effectiveness, school Interim data will be analyzed by schools and Regional Centers and adjustments to action plans made as applicable.

Person Responsible

David Moore

Schedule

Quarterly, from 8/31/2015 to 5/31/2016

Evidence of Completion

School reports showing Interim Data results will be made available by OSI to the schools, regions, and district.

G2. To increase student achievement by improving core instruction in mathematics. `1`

G047783

G2.B1 The alignment between teacher learning, instructional planning and effective classroom instruction using the Florida Standards is not always clear. • There is limited knowledge and understanding regarding the process of data disaggregation and how it drives effective instruction aligned to the Florida Standards. • The level of follow-up for implementation of professional development provided to teachers, principals and assistant principals is inconsistent. • Principals need continuous support and development to function as effective instructional leaders. `2`

B119076

G2.B1.S1 The district will provide district-wide job-embedded professional development to enable teachers to effectively plan and implement instruction that addresses student needs and meets Florida Standards. `4`

S191881

Strategy Rationale

The provision of job-embedded professional development fosters professional growth and enables teachers to make explicit connections between data, instruction, and Florida Standards.

Action Step 1 `5`

All principals, assistant principals and selected teachers will participate in the summer professional development activities (Synergy) focused on the Florida standards and in the use of data-driven instructional strategies that address students' mathematics needs.

Person Responsible

David Moore

Schedule

On 7/31/2015

Evidence of Completion

Participation logs to document participation in professional development activities; Action Plans & School Improvement Plans (SIPs); Implementation logs to document follow-up activities based on the knowledge gained in the professional development; Lesson plans to document the integration of Florida Standards and flexible grouping of students based on data.

Action Step 2 `5`

The District will provide support in the development of individual school Action Plans aimed at improving the efficacy of data driven instruction and the implementation of Florida Standards. Further support will be provided to instructional coaches through monthly I-CADs.

Person Responsible

David Moore

Schedule

Quarterly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Completed Action Plans; Action Plan development schedule; Instructional review schedule as applicable

Action Step 3 `5`

Schools will be provided with continuous support to address individual school needs through ongoing instructional reviews and/or the provision of focused professional development to include: common planning; the use of high yield instructional strategies, grouping for instruction; PLCs, and monthly principals and assistant principal meetings.

Person Responsible

David Moore

Schedule

Monthly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Action Plan; principal and assistant principal monthly meeting agendas; PD registration; PLC meeting minutes; student data reports.

Action Step 4 `5`

Monitoring will be done through the following:
• Action Plan presentation
• District DATA/COM
• Modification of action plan based on instructional review and or data as applicable

Person Responsible

David Moore

Schedule

Weekly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Weekly lesson plans; meeting agendas; walk-through documentations and pacing guides

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

To monitor for effectiveness, school Interim Data will be analyzed by schools and Regional Centers and adjustments to Action Plans made as applicable.

Person Responsible

David Moore

Schedule

Quarterly, from 8/31/2015 to 5/31/2016

Evidence of Completion

School data reports from Interim Assessments complied by the Office of School Improvement will be used to compare each school's results on the FSA in determining progress towards the target.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Data will be collected from the 2016 Florida Standards Assessment (FSA) and analyzed to determine if all students increased proficiency in Mathematics.

Person Responsible

Schedule

On 6/30/2016

Evidence of Completion

School data reports from Interim Assessments complied by the Office of School Improvement will be used to compare each school's results on the FSA in determining progress towards the target.

Implementation Timeline

https://www.floridacims.org

Professional Development Opportuntities

Professional development opportunities identified in the DIAP as action steps to achieve the district's goals.

G1. To increase student achievement by improving core instruction in reading.

G1.B1 The connectivity between teacher learning, instructional planning and effective classroom instruction using the Florida Standards is not always clear. • There is limited knowledge and understanding of effective instruction aligned to the Language Arts Florida Standards. • The level of follow-up for implementation of professional development provided to teachers, principals and assistant principals is inconsistent. • Principals need continuous support and development to function as effective instructional leaders.

G1.B1.S1 The district will provide district-wide job-embedded professional development to enable teachers to effectively plan and implement instruction that addresses student needs and meets Florida Standards.

PD Opportunity 1

All principals, assistant principals and selected teachers will participate in the summer professional development activities (Synergy) focused on the Florida standards and in the use of data-driven instructional strategies that address students' reading needs.

Facilitator

District & school site facilitators

Participants

All principals and reading teachers

Schedule

On 7/31/2015

PD Opportunity 2

Schools will be provided with continuous support to address individual school needs through ongoing instructional reviews and/or the provision of focused professional development to include: common planning; the use of Literacy best practices, grouping for instruction; PLCs, and monthly principals and assistant principal meetings.

Facilitator

Division of Academic Support; leadership team at each school site

Participants

All schools- administrators and reading teachers

Schedule

Monthly, from 8/31/2015 to 5/31/2016

G2. To increase student achievement by improving core instruction in mathematics.

G2.B1 The alignment between teacher learning, instructional planning and effective classroom instruction using the Florida Standards is not always clear. • There is limited knowledge and understanding regarding the process of data disaggregation and how it drives effective instruction aligned to the Florida Standards. • The level of follow-up for implementation of professional development provided to teachers, principals and assistant principals is inconsistent. • Principals need continuous support and development to function as effective instructional leaders.

G2.B1.S1 The district will provide district-wide job-embedded professional development to enable teachers to effectively plan and implement instruction that addresses student needs and meets Florida Standards.

PD Opportunity 1

All principals, assistant principals and selected teachers will participate in the summer professional development activities (Synergy) focused on the Florida standards and in the use of data-driven instructional strategies that address students' mathematics needs.

Facilitator

District facilitators

Participants

All principals, assistant principals, and selected mathematics teachers

Schedule

On 7/31/2015

Technical Assistance Items

Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.

G1. To increase student achievement by improving core instruction in reading.

G1.B1 The connectivity between teacher learning, instructional planning and effective classroom instruction using the Florida Standards is not always clear. • There is limited knowledge and understanding of effective instruction aligned to the Language Arts Florida Standards. • The level of follow-up for implementation of professional development provided to teachers, principals and assistant principals is inconsistent. • Principals need continuous support and development to function as effective instructional leaders.

G1.B1.S1 The district will provide district-wide job-embedded professional development to enable teachers to effectively plan and implement instruction that addresses student needs and meets Florida Standards.

PD Opportunity 1

The District will provide support in the development of individual school Action Plans aimed at improving the efficacy of data driven instruction and the implementation of Florida Standards. Further support will be provided to instructional coaches through monthly ICADs.

Facilitator

Division of Academic Support

Participants

All schools- administrators and reading teachers/leadership team

Schedule

Quarterly, from 8/31/2015 to 5/31/2016

Budget

Budget Data

1	G1.B1.S1.A1	All principals, assistant principals and selected teachers will participate in the summer professional development activities (Synergy) focused on the Florida standards and in the use of data-driven instructional strategies that address students' reading needs.	$0.00
2	G1.B1.S1.A2	The District will provide support in the development of individual school Action Plans aimed at improving the efficacy of data driven instruction and the implementation of Florida Standards. Further support will be provided to instructional coaches through monthly ICADs.	$0.00
3	G1.B1.S1.A3	Schools will be provided with continuous support to address individual school needs through ongoing instructional reviews and/or the provision of focused professional development to include: common planning; the use of Literacy best practices, grouping for instruction; PLCs, and monthly principals and assistant principal meetings.	$0.00

Budget Data

4	G1.B1.S1.A4	Monitoring will be done through the following: Action Plan presentation District DATA/COM Modification of action plan based on instructional review and or data as applicable	$0.00
5	G2.B1.S1.A1	All principals, assistant principals and selected teachers will participate in the summer professional development activities (Synergy) focused on the Florida standards and in the use of data-driven instructional strategies that address students' mathematics needs.	$0.00
6	G2.B1.S1.A2	The District will provide support in the development of individual school Action Plans aimed at improving the efficacy of data driven instruction and the implementation of Florida Standards. Further support will be provided to instructional coaches through monthly I-CADs.	$0.00
7	G2.B1.S1.A3	Schools will be provided with continuous support to address individual school needs through ongoing instructional reviews and/or the provision of focused professional development to include: common planning; the use of high yield instructional strategies, grouping for instruction; PLCs, and monthly principals and assistant principal meetings.	$0.00
8	G2.B1.S1.A4	Monitoring will be done through the following: • Action Plan presentation • District DATA/COM • Modification of action plan based on instructional review and or data as applicable	$0.00
		Total:	$0.00